

INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162(A)
OF THE EDUCATION ACT 2002**

REPORT REFERENCE NUMBER: SIS/162A/2006-7/01

Name of school:	Brownberrie Education Trust
DfES number:	383/6122
FOCUS number:	208
Inspection team:	Lead Inspector: Dr Roy Long Supporting Inspector: Mr Mike Thirkell Lay Inspector: Mr Mike Thomas
Dates of inspection:	9 – 12 October 2006

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SCHOOL DETAILS

Name of school:	Brownberrie Education Trust	
Address of the school:	173 -179 New Road Side Horsforth Leeds LS18 5DR	
Telephone number:	0113 305 3350	
Fax number:	0113 284 1054	
Proprietor:	Brownberrie Education Trust	
Name of Chief Executive Officer:	Mr Roger Edwards	
Name of Senior Teacher:	Mr Brian Hargreaves	
DfES number:	383/6122	
FOCUS number:	208	
Type of school:	Independent school affiliated to the Focus Learning Trust	
Age range of pupils and students:	11 - 17	
Gender of pupils:	Male and female	
Total number on roll: (Full time)	Boys: 28	Girls: 12
Number of post-16 students:	Boys: 3	Girls: 4
Type of inspection:	Section 162(A) Inspection	

Inspection Team:	Lead Inspector:	Dr Roy Long
	Support Inspector:	Mr Mike Thirkell
	Lay Inspector:	Mr Mike Thomas
Dates of inspection:	9 – 12 October 2006	
Date of issue of report:	6 November 2006	
Report reference number:	SIS/162A/2006-7/01	

PART A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust (FLT) and agreed with the Department for Education and Skills (DfES). It was conducted by two independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the regulations. The lay inspector also evaluated the organisation and management of the school by looking at the Trustees' stewardship of resources and the ethos of the school. He reported on these in an internal report to the FLT. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

During their time in the school, the inspection team talked to Trustees, the Chief Executive Officer (CEO), the Senior Teacher, members of the teaching staff and volunteers, and pupils and students. They also scrutinised paperwork, including pre-inspection questionnaires completed by parents and children, looked at a selection of pupils' and students' work, and spent two days observing the teaching and learning. The inspectors wish to place on record their thanks to everyone in the school for the warm welcome that they were given and for the opportunities for professional discussion at all levels.

Information about the school:

Brownberrie is an independent day school for boys and girls aged 11 to 17, and it

is situated in the Horsforth district of Leeds. It is a school with a distinctive religious (Christian) character and is affiliated to the FLT.

The school is maintained by the Brownberrie Education Trust and provides secondary education for pupils and students from the Harrogate, Knaresborough and Leeds areas of West Yorkshire. It was originally established in 1996 as a tuition centre for pupils who were otherwise being taught at home, but provisionally registered as an independent school on 28 August 2003. In the following two years it was visited twice by inspectors from the Office for Standards in Education (OFSTED) and was granted final registration by the DfES on 5 August 2005.

At the time of this inspection the school had 40 pupils and students on roll (28 boys and 12 girls), of whom seven (three boys and four girls) were in Year 12. No pupils had statements of special educational need, although the school had identified 12 pupils as having distinctive educational requirements. One former pupil of the school, who left at the end of the 2005-2006 academic year, returns to the school at specific times during the week for tuition in A level mathematics.

NOTE ON THE TERMINOLOGY USED IN THIS REPORT

Throughout this report the word 'pupil' is used to describe young people in years 7 to 11. The word 'student' is used exclusively to describe those studying in year 12 and beyond.

Summary of main findings:

Since it was first registered as an independent school in August 2003, Brownberrie has been successful in establishing and developing good practices. It provides its pupils with a lively and stimulating educational environment. Its curriculum includes all the core and foundation subjects of the National Curriculum (NC) and is enhanced by a good programme of personal, social and health education (PSHE) and citizenship. All the teaching is good and some is very good. Teachers are hard working, conscientious, know their pupils and students well, and are concerned for their success. Pupils and students respond positively to the provision and benefit from being in small classes. A good spiritual, moral social and cultural education, combined with high expectations in the areas of personal integrity and responsibility, ensures that pupils and students grow into confident and mature young adults, who are notably courteous, forthcoming and welcoming. The school is popular with the pupils and students, receives strong support from their parents and families, and also from the FLT at both national and regional level.

What the school does well:

Brownberrie is a very good school, which:

- 1 provides a lively environment in which pupils and students feel safe and secure and where productive teaching and learning can take place;
- 2 provides pupils and students with a high quality of education which enables them to make good progress and achieve well;
- 3 is characterised by good relationships at all levels in the school and by a noticeable willingness on the part of teachers to listen to their pupils;
- 4 has a disciplined, but friendly, atmosphere which helps pupils and students to mature into poised, articulate, and responsible young men and women;
- 5 employs very good systems for monitoring pupils' and students' progress;
- 6 has excellent working relationships between the Trustees and the Senior Teacher; and,
- 7 has been imaginative in its use of limited space on a small site.

What the school must do to comply with the regulations:

In order to fully comply with the regulations, the school must:

- 1 maintain a record of fire drills in a more accessible form; and
- 2 ensure that it fully meets the requirement to provide parents and prospective parents with all the information by the current regulations.

What the school must do to comply with the Disability Discrimination Act (DDA) 2002:

- 1 In order to ensure that it fully complies with the requirements of the Disability Discrimination Act 2002, the school must prepare an adequate three-year plan.

Next steps

Although it is not a requirement, the school might like to consider the following steps as it seeks to continue to improve its provision:

- 2 continue to develop its monitoring and assessment procedures;
- 3 continue to evaluate and review the Year 12 curriculum; and,
- 4 continue to plan for accommodation that is more suitable to the needs of the school.

Distribution of this report

This report is being sent to the CEO and Senior Teacher of the school, and the CEO is requested to ensure that copies are made available to the parents of all the pupils and students. In addition, it is being sent to the Registrar of Independent Schools and the Independent Schools Registration Team of the DfES, to the Trustees of the FLT and to its Regional Trustee, to members of the SIS team, and to the members of Her Majesty's Inspectorate in OFSTED charged with monitoring how the SIS conducts its inspections. The FLT is establishing a website upon which this, and other similar inspection reports, will be placed. Details of how further copies of this report can at present be obtained are included at the end.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

1. The quality of education provided by the school

The quality of the curriculum

The curriculum provides pupils of all ages and abilities with a good range of opportunities to learn and make progress. It covers all subjects of the NC as well as additional subjects specific to the particular aims of the FLT, such as Bible Study and book-keeping. An appropriate range of schemes of work is used to support the school's provision. These include guidance from FLT for all subjects, including PSHE. The overall provision ensures that all pupils and students are very well prepared for the opportunities, responsibilities and experiences of adult life.

Pupils of all ages and abilities make good progress and this is confirmed by the school's meticulous analysis of the results of tests and the results of public examinations, including the general certificate of school education (GCSE) taken by pupils at the end of Year 11.

In the school prospectus there is a detailed curriculum statement in the section headed '*ethos and guiding principles*' and this makes clear the relationship between the school's provision and the values and beliefs on which it is founded. It makes good provision for pupils' and students' academic and personal development and as a result they are self-assured, confident and friendly. Citizenship has been enthusiastically embraced and is firmly established in the curriculum. All pupils from Year 7 to Year 11 study both design and technology, and home economics is taught from Year 7 to Year 9. Given its small size, the school provides a good range of extra-curricular activities for pupils and students. Aspects of this provision include support for those who have particular aptitudes for a subject, for example in art and design.

The curriculum demonstrates important strengths in relation to developing pupils' and students' broad vocational skills. Pupils have careers education as part of the PSHE provision and Year 10 provides the opportunity for all pupils to participate in a period of work experience. In keeping with the school's ethos and values, the curriculum for Years 12 and 13 is firmly rooted in vocational subjects and includes subjects such as English for business, law, accounting and book keeping. The curriculum for Year 12 remains under review, including provision specific to Year 13 and development of a wider range of academic options for older students. Currently one part-time pupil in Year 13 is attending the school to study A level mathematics. Inspectors noted that the school is giving further consideration to the range and breadth of the Year 12 curriculum.

Despite the strengths of the provision for pupils' physical development, including the enthusiastic participation of pupils in the well organised games activities, the school does not yet provide specialist teaching to support these activities. Because of the time it takes to travel, the time for girls' games is restricted and

the school needs to consider ways in which this can be improved. PSHE is provided for pupils through distinct lessons within form tutor time and throughout the curriculum. The provision for PSHE activities undertaken in form tutor lessons is good and is effectively supported by a range of resources and guidance. In accordance with the teachings of the supporting body, sex education is expected to be taught by parents in the home environment. The school is aware that the cross-curricular element of PSHE needs to be more carefully planned and linked to department schemes of work.

The school's system for tracking the progress of pupils and subsequently identifying targets for learning is very good. The school fully understands the value of the data and how it can be used to best effect. The information derived from the data provides an effective means of highlighting where additional support might be needed for individuals of all abilities. Starting from base-line assessments, derived from records of pupils' attainment in their previous schools, it builds into a valuable record of each pupil's progress. It provides teachers with effective support in helping all pupils and students to achieve their potential and is a powerful tool in supporting academic development and success.

The process of support is underpinned by the generally high quality of teaching seen during the inspection. Pupils' and students' skills in literacy and numeracy are effectively developed, including those who experience some difficulties with learning. Individual pupils' particular needs are generally well supported, including those who are identified as having special academic strengths. Although the school currently has no pupils who have statements of special educational need, diagnosis is effectively used to identify a range of learning needs, including those for the gifted and talented, and to guide the specialist support provided. Effective use is made of individual learning plans for pupils who have been identified through established strategies as requiring additional support.

The quality of teaching and assessment

During their time in the school, the professional inspectors observed 22 lessons, saw 16 members of staff teaching, and, in addition, saw the contribution of eight volunteers from the community. They were able to see lessons across all seven areas of the curriculum and across all year groups. Taken overall, none of the teaching seen was ever less than good, and in half the lessons it was very good or excellent.

This consistently good quality of teaching is grounded in very good knowledge on the part of teachers. They have a good theoretical knowledge of their individual subjects, and in most cases this is reinforced by many years of teaching experience. This is coupled with a good knowledge of their pupils, including their individual strengths and weaknesses. This means that, in their teaching, teachers

take into account the whole range of ability in the classes, the specific needs of individual pupils and students, and their previous learning. There is good continuity and progression in what is being taught.

Lessons are characterised by good planning and organisation and are carefully structured. In the best lessons, the aims and objectives of the lesson are made plain to the pupils and students. Lessons have a good balance of activities, including direct instruction and explanation by the teacher, individual and group activities, and time for reinforcement and recapitulation. In many lessons there is a skilled use of question and answer techniques. Teachers make good use of the resources at their disposal, and employ time to good advantage.

Much of the teaching is lively and challenging and aims to reinforce both what pupils have already learned and to extend their knowledge and understanding. There is a strong emphasis on accuracy in language, and teachers are not afraid to use technical language and expect it be understood. They are particularly good at listening to pupils and students.

Pupils and students respond positively to this provision and show a growth in knowledge and understanding. The small classes mean that teachers can encourage all pupils to take part, and they do. Pupils and students are usually well behaved and courteous to each other. They show respect for their teachers, and stay on task when asked to work individually. They are usually enthusiastic and often lively, but this seldom spills over into boisterousness. On the rare occasions when pupils misbehave, teachers have good strategies to deal with this, and the school has an effective system of sanctions which can be used when necessary. Particularly good attention is paid to the special needs of individual pupils, either by the provision of differentiated materials or individual teaching. There is good learning support, provided either in class or through occasional withdrawal.

In an excellent Year 9 English lesson pupils discussed some aspects of the novel *I am David* with the teacher. Through a very good use of question and answer, the teacher allowed pupils to make their own discoveries about what the chief character might have been feeling and about how the author prepares her readers for what might come later. At the same time, the teacher skilfully helped the pupils to extend their descriptive and reflective vocabulary. The lesson also provided opportunities to reflect on the nature of freedom and persecution. In a Year 7 design and technology lesson, characterised by very good relationships between the teacher and his pupils, the teacher was able to communicate his understanding of the nature of materials to his pupils and encourage them to produce work of a good quality. Again, the lesson was characterised by a high level of sophisticated questioning and by a desire to extend pupils' appreciation of the differences within materials which appear to be the same. The desire to extend pupils' use of language was clearly shown in a Year 7 science lesson on the change from solid to liquid to gas. The teacher made good use of technical

language, which he explained carefully, and expected high standards from the pupils in terms of diagrammatic representation, layout and spelling. A characteristic of each of these lessons was the methodical way in which they were developed and the ways in which they both built on what had gone before and prepared for what was to come.

Although assessment at the classroom level is very good it needs to be more consistent across subjects generally. At its best, there is ongoing assessment during the lesson. This is backed up by thorough marking of written work, which is characterised by comments which aim to help the pupil make further progress. However, this is not typical of every subject, and the school should examine ways of spreading the best practice throughout the curriculum.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils

This is a very strong feature of the school. Its prospectus includes among its aims that it will, *'promote a safe, secure and caring environment in a small "family" school'*, and that it wants *'students to emerge from school education as self-disciplined young adults who have learned to apply themselves diligently'*. It is very successful in fulfilling these aims and produces youngsters who are self-confident, good at communicating with adults and with each other, poised, mature, and carefully prepared for adult life.

The principles on which the school is based are clearly grounded in the religious life and beliefs of the supporting community. These are biblically based, and place a strong emphasis, among other things, on uprightness of character, proper behaviour, mutual respect between the sexes, and the worth of individuals. Notices around the school remind both staff and pupils that to speak or act disparagingly towards someone is to demean that person. Outside school, pupils are members of a cohesive religious community and this means that they already know each other well. Their teachers also know them well, treat them as individuals, and value them as people.

There is a programme of Bible Study taught by volunteer members from the community. This enables pupils and students to grow in knowledge and understanding of their own beliefs, practices and culture, which place a strong emphasis on correct behaviour through understanding the difference between right and wrong. This is reinforced through the structured programme of PSHE, which is delivered principally through form periods and which uses materials produced by the FLT. Citizenship is taught throughout the school, and this helps pupils to develop a good understanding of the individual's role in society and knowledge of the public institutions of the country. At some time while they are in the school, all pupils have the opportunity to visit the Houses of Parliament.

Pupils and students develop a broad understanding of the indigenous British cultural heritage and of other cultures and beliefs through the whole range of curriculum subjects.

There is a strong emphasis on pupils taking personal responsibility for their actions and behaving towards each other in a supportive way. Pupils and students of all ages are given responsibilities within the school. For example, they are collectively responsible for assisting in a five-minute tidying up session at the end of the day, and named individuals have clearly designated responsibilities. Students in Year 12 take on wider responsibilities, including acting as bus prefects, producing a school magazine, and helping pupils lower down the school. When they were in Year 11, the present Year 12 students organised a successful visit to Skipton Castle for Year 7 pupils, made presentations to the community on the work of Amnesty International, the National Society for the Prevention of Cruelty to Children, and organised a musical concert.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of pupils

The school is aware of its responsibilities in matters of health and safety and provides pupils with a high level of care. In practice rigorous attention is given to all matters concerning pupil welfare.

All the required policies with respect to health and safety are in place, most of which are provided by the FLT, with appropriate modifications made to match the school's specific situation or circumstances as necessary. Appropriate risk assessments have been undertaken, including ones for specific areas of the school such as the design and technology workshop and the science laboratory.

The school and the FLT have firm policies to prevent bullying. These policies indicate clearly that bullying has no place in the school community and are distinctly against its ethos and values. The school has well thought out strategies for dealing with cases of bullying through the Senior Teacher and these have the full support of the trustees. However, analysis of the pre-inspection questionnaires sent to pupils and students indicated that around one quarter of them had concerns about bullying and how the school deals with bad behaviour. Inspectors drew this to the attention of the CEO and the Senior Teacher and had lengthy discussions with them. Inspectors were satisfied that this may have referred to specific instances which had been dealt with positively, and they found no evidence of bullying during their time in the school. The school might find it useful to re-emphasise that bullying of any sort is contrary to its ethos.

The school takes child protection very seriously. A child protection policy, again

provided by FLT, is appropriate to the school's needs. The policy is appropriately implemented. A child protection officer (CPO) who is well known to the school has been appointed from outside the school staff. The CPO has received specialist training and has subsequently provided further training for school staff.

The school maintains meticulous records in relation to pupil admission details and their daily attendance.

In most respects, the school has a good level of fire safety. The most recent visit by a fire brigade officer in 2004 provided a very favourable report. Despite the strengths evident in the careful design of the buildings and range of fire precautions, the school does not maintain an adequate record of the twice yearly fire drills. Although these are recorded in some detail in a daily diary kept in the school office, the records are currently inadequately maintained and must be retained separately and in the prescribed manner. Written records of sanctions, such as detentions, are kept in the pupils' files.

The school has considered and documented the limitations of the current premises with respect to the Disability Discrimination Act (DDA). Despite the proposals for a new school building, the school has not prepared an adequate three year plan to show how access could be improved. New temporary classrooms recently erected on the current school site fail to recognise the need to comply with the DDA.

Does the school meet the requirements for registration?

The school meets most, but not all, of the requirements.

What does the school need to do in order to fully meet the requirements?

- 1 In order to fully meet the requirements of the regulations, the school must review its system of recording fire drills and maintain a separate record (paragraph 3(5)).*

What the school needs to do to comply with the Disability Discrimination Act 2002?

- 2 In order to comply with the requirements of the Disability Discrimination Act 2002, the school should devise a three-year written plan to increase the accessibility of the school premises and curriculum to pupils with a disability.*

4. Suitability of the proprietor and staff

The Brownberrie Education Trust is a registered charitable trust with a Board of Trustees consisting of six members drawn from the sponsoring religious community. All of the members of the Trust have been checked in an appropriate way with the Criminal Records Bureau. At the time of the inspection there were 18 members of the teaching body, including a Senior Teacher. All teachers are

well qualified in their subjects and most have long and wide experience in other institutions.

The school has clearly established strategies for ensuring the suitability of new staff prior to their taking up their employment. Careful records are maintained which meet the requirements. All other checks, such as medical fitness, are completed as a matter of course through the FLT application process.

Does the school meet the requirements for registration?

Yes.

5. Suitability of the premises and accommodation

The school occupies premises on a small and compact site located in Horsforth, approximately two miles from the centre of Leeds. The premises and accommodation meet all of the requirements of the regulations.

The accommodation is in two buildings. The first of these is a former motor-cycle showroom and repair shop, which has been imaginatively rebuilt and extensively refurbished to provide facilities for the school. This building includes an administrative office, a staffroom, as well as specialist rooms for art, design and technology, domestic science, and science. The specialist rooms are well equipped and there is a strong emphasis on health and safety. There is also a large room which can be used for a variety of purposes, which include registration sessions, lunch, and recreation. All pupils and students have open “turkey holes” in which to keep their possessions. This building has been equipped with magnetic wall games and football tables for their use. The second building consists of a suite of six teaching rooms, one of which is used for music teaching and another of which is being equipped to transmit lessons by way of a video link to an FLT school in Lancashire. The school has recently had a new heating and air-conditioning system installed.

Outside is a small block-paved play area, but no grassed area. This was formerly used as a car park, but cars are no longer allowed inside the fence while pupils and students are on site. Although pupils and students are very closely supervised when using this area, the school must be vigilant in ensuring that potentially hazardous games do not interfere with each other. The area includes a recently built and thoughtfully designed covered seating area, which is much appreciated by the young people in the school. Physical education and games lessons take place off-site. The girls go to a local sports centre and the boys go to a nearby playing field, to which they are transported by coach or car. No other subjects are taught off the premises.

The Trustees are actively planning to build a new school during the next two years.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents

The school meets most of the regulatory requirements concerned with the provision of information provided to parents and carers. Information is provided by way of a prospectus, twice-yearly reports, open days for parents and teachers, and frequent formal and informal communications from the Trustees and the Senior Teacher.

Full and pertinent information is provided to parents, and to prospective parents, by way of a prospectus, which is well laid out, contains all the required information, and provides a very detailed description of the curriculum followed by pupils and students in the school. The prospectus contains almost all of the information required in Section 6 of the regulations, and such information as school policies and particulars of previous examination performance are available to parents on request. However, the school prospectus does not, at the moment, include particulars of school policies on discipline and exclusions.

Written reports on their children are sent to parents twice a year. These are informative and comment on progress and attainment and compare this with targeted grades. Individual learning plans for pupils and students with specific learning needs are agreed with parents and are regularly monitored.

There are no pupils with statements of special educational need and therefore the school receives no funding from a local authority.

Does the school meet the requirements for registration?

The school meets most of the requirements for registration.

What does the school need to do in order to fully meet the requirements?

- 1 In order to fully meet the requirements the school must ensure that it provides parents and prospective parents with details of its policy on, and arrangements for, discipline and exclusions (paragraph 6(2)(e)).*

7. The effectiveness of the school's complaints procedure

The school uses the standard complaints procedure adopted by the FLT and authorised for use in its affiliated schools. This fully meets the requirements of the regulations, and all parents have been provided with a copy.

Does the school meet the requirements for registration?

Yes.

PART C: THE QUALITY OF ORGANISATION AND MANAGEMENT

This section is not a requirement of the Education Act 2002. The Lay Inspector evaluated both the school ethos and the Trustees' stewardship of resources and produced an internal report for the Focus earning Trust, which is summarised below.

Leadership and control of the school is vested in the Board of Trustees. The board meets regularly to discuss the strategic direction of the school, how to achieve its aims, protect its resources, and ensure compliance with charity law and all other government requirements.

There is authoritative, skilled, experienced and caring operational management. This is provided by the CEO and the Senior Teacher, with valuable contributions made by other trustees. The management team meet regularly and decisions made are communicated quickly. The CEO is well organised, accessible, and is supportive of the staff. He and the Senior Teacher have established a friendly

atmosphere in the school.

The Senior Teacher is responsible for the day-to-day running of the school. He consistently implements the policies and decisions of the trustees. He shows strong professional leadership and an even handed approach to staff, pupils and students, and parents.

A strong feature of the school is the way in which many valuable support activities are carried out by volunteers. These are performed conscientiously and thoroughly. Teachers who were interviewed were very appreciative of the work of the management team and volunteers.

Can the organisation and management be improved?

Although the overall management of the school is of a very high standard at the moment, the trustees should be aware that the new building project is likely to need a considerable amount of their time in the coming months. They, and especially the CEO, should consider carefully how they are going to fulfil their other management duties during this period so that there will be no lapses or oversights.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, CV3 4FJ. Tel: 0870-950-5595. The Focus Learning Trust is establishing a website on which this, and other School Inspection Service reports, will be placed.